

Pre-post Questionnaire

Information about the report/WP

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Executive Summary

We developed a questionnaire for the data collection in the pre-post study. The aim of this deliverable is for stakeholders and interested parties to get an insight into our evaluation instruments. Therefore we illustrate the purpose of the data collection and provide the implemented questionnaires.

1. Main report

1.1 Pre- & Post-Questionnaires

The quality of the quantitative evaluation of the MaSDiV project will be assured with a standardised pre-post design. The aim of the evaluation is to gain insight into the key criteria for effective policy implementation of the targeted content. Therefore the evaluation focusses especially on IBL as an approach for addressing achievement-related diversity, implementing real-life contexts and incorporating intercultural learning.

Evaluation questions are motivated by the policy measure and its aims, ensuring the assessment of the course effects on teachers' competences:

1. How do teachers' beliefs and self-efficacy about using IBL to address diversity, about showing the relevance and implications of science and promoting fundamental values develop during the CPD course and how are they reflected in the teachers' practices?
2. What is the effect of perceived incriminating external factors, such as e.g. shortness of time, perceived restrictions of autonomy or discipline problems in class, on the acceptance and implementation of the CPD contents?
3. Which activities of the CPD support the development of teachers?

To ascribe changes in the teachers' competence to the effects of the CPD two teacher questionnaires were designed. Motivated by the practical experiences with systematic comparison tests such as PISA and TALIS, a four-point Likert-scale was implemented whenever suitable. The categories were adapted to the questions and reflect agreement (*strongly agree, disagree, agree and strongly agree*) or frequencies (*Never or hardly ever, some lessons, most lessons and almost every lesson*). The questionnaire does not include any open questions to ensure feasibility.

The MaSDiV implementation ensures the participation group of at least 50 teachers per country within the field trials. The partners have committed to these numbers in order to ensure valid conclusions on the measure's effects. The pre-questionnaire needs to be implemented right at the beginning of the CPD course. To allow valid conclusion and a high participation rate, the post-questionnaire needs to be used right at the end of the course.

The first section of the questionnaire (questions 1 to 9) contains background variables used as independent variables in the evaluation process. These consist of age, gender and teaching experience in order to describe the participation group, as well as their previous knowledge, need for CPD courses, and perceived context factors teachers might experience in their everyday teaching. Since the CPD content is valued from policy makers and the

society in general in the partner countries, questions about social desirability are also included to get a realistic view on teachers' self-efficacy, beliefs and practices.

In the second part (questions 9 to 11) we collect information about the constructs stated above. Teachers are asked about their perceived effectiveness in aspects of their teaching approaches, as well as their beliefs about using IBL to address diversity, about showing the relevance and implications of science and promoting fundamental values. Furthermore teachers are asked about their current teaching practices in relation to IBL, real-life contexts and multicultural classroom settings.

Some of the background variables are excluded from the post questionnaire due to stability. The remaining constructs such as self-efficacy, beliefs and the reported practices remain in order to ensure evaluation of the measure's effectiveness. Items on the overall CPD experience as well as on the perceived effectiveness of the CPD complete and round off the evaluation instruments to meet the requirements.

1.2 Student Questionnaire

An important feature of the MaSDiV project is the student questionnaire. The aim of this questionnaire is to assure to what extend the targeted content of the CPD has an impact on the instruction and, thus, student learning. To achieve this purpose, we designed a short student questionnaire to gather information on students' motivation, interest and perceived teaching practices.

The evaluation questions reflect the aims of the policy measure and test important hypotheses of its impact.

1. How do teachers' beliefs and self-efficacy about using IBL to address diversity, about showing the relevance and implications of science and promoting fundamental values impact students' motivation and interest in math or science?
2. To what extend do students feel valued in class with teachers, who value addressing diversity?
3. What is the relation of teachers' self-reported practices and students' perceived practices?

In line with other student questionnaire, we designed a short instrument that can be implemented in a regular lesson. The wording of the questions is adapted to the level of middle school students to increase the validity of any conclusion. We also used 4-point Likert scale to indicate agreement or frequencies and avoided any open questions.

During the field trials $N = 50$ teachers per country take part in the CPD. In the penultimate session of the CPD each teacher gets invited to take part in the student survey. We assure teachers to get additional feedback on their own instruction compared to the national and the European sample as an additional incentive. Additional to the set of questionnaires, we provide a specific guideline for the teachers, how they should use the questionnaire in their classes. The teachers are asked to bring back the questionnaires to the national partners in the following session of the CPD.

The first section of the questionnaire (questions 1 to 3) contains background variables used to describe the classes in more detail. These consist of age, gender and their cultural background. In the second part (questions 4 and 5) we collect information about the fulfilment of students' basic needs (autonomy, competence, relatedness) that are key features for developing motivation. We assume that IBL should support the experience in all three key areas. We furthermore included questions on the perceived enthusiastic teaching and interest in science or mathematic as key outcomes of school. The final part (question 6) contains the same practices from the teacher questionnaire to get more evidence on the validity of teachers' expressions.

In the following you will find the questionnaire.

2. Appendices

2.1 Appendix 1: Pre-Questionnaire

Dear teachers,

Thank you very much for agreeing to participate in our study.

Within the frame of the MaSDiV project, teachers in Cyprus, Germany, Malta, the Netherlands, Turkey and Spain participate in a professional development course about opportunities for inquiry-based learning in diverse teaching contexts. The aim of this survey is to get insight into teachers' prior experiences and attitudes towards the target topics across Europe. With your help, we can better understand the current educational situation in your country, and therefore have a broad basis for recommendations. The completion of the survey will take about 20 minutes. Be assured that all your answers will be handled confidentially and processed anonymously. All your responses are voluntary.

Please check your answers like this:

☐ ☐ ☒ ☐ ☐ ☐ ☐

Please correct your answers like this:

☐ ☐ ☒ ☐ ☐ ☒ ☐

At the end of the professional development program we will ask you to fill in another questionnaire. In order to be able to match the questionnaires you are asked to fill in the following code:
<partners might include own letters>

- first letter of your first name
- first letter of your mother's first name
- second letter of your mother's first name
- Day of your birthday.

Example:

First name: Max

Mothers first name: Christiane Max's birthday: 12. May

Check the first letter or <u>your</u> first name.																														
A	B	C	D	E	F	G	H	I	J	K	L	<input checked="" type="checkbox"/>	N	O	P	Q	R	S	T	U	V	W	X	Y	Z					
Check the <u>first</u> letter of your mother's first name.																														
A	B	<input checked="" type="checkbox"/>	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z					
Check the <u>second</u> letter of your mother's first name.																														
A	B	C	D	E	F	G	<input checked="" type="checkbox"/>	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z					
Check the <u>day</u> of your birthday.																														
1	2	3	4	5	6	7	8	9	10	11	<input checked="" type="checkbox"/>	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31

Your code

Check the first letter or <u>your</u> first name.																														
A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z					
Check the <u>first</u> letter of your mother's first name.																														
A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z					
Check the <u>second</u> letter of your mother's first name.																														
A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z					
Check the <u>day</u> of your birthday.																														
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31

Today's date

1.

day	month
<input type="text"/>	<input type="text"/>

Please enter today's date

Personal data

2.

year
<input type="text" value="19"/>

What year were you born in?

3. <up to partners to use "other">

female	male	other
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Are you female or male?

4. By the end of this school year, how many years will you have been teaching altogether?

Number of years you have taught

5. Please indicate to which extend you had any form of formal training on the following topics.

	During Teacher Education	During Professional Development	None
1) Inquiry-based learning (e.g. student-centered & investigative instruction)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2) Mixed-ability classrooms	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3) Culturally responsive teaching (e.g. using diverse cultural characteristics & experiences in teaching)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4) Promoting fundamental values (e.g. democratic values, respect for human dignity)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

6. For each of the areas listed below, please indicate the degree to which you currently need professional development.

	No need at present	Low level need	Moderate level need	High level need
1) Approaches to individualized learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2) Inquiry-based learning (e.g. student-centered & investigative instruction)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3) Teaching in a multicultural or multilingual setting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4) Teaching in a class with mixed-ability students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5) Promoting fundamental values (e.g. democratic values, respect) through science or mathematic	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6) Using digital resources (e.g. smartphones, online forums)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

7. Please indicate at which level(s) you have teaching responsibilities at your school.

<NL and DE please use further distinction for Level 2>

1) <ISCED Level 1 (e.g. primary)>	<input type="checkbox"/>
2) <ISCED Level 2 (e.g. lower secondary)>	<input type="checkbox"/>
3) <ISCED Level 3 (e.g. upper secondary)>	<input type="checkbox"/>

8. For the remainder of the questionnaire, please refer to the subject you will mainly implement the professional development course. Please **choose** the subject.

1) Physics	<input type="checkbox"/>
2) Chemistry	<input type="checkbox"/>
3) Biology	<input type="checkbox"/>
4) Mathematics	<input type="checkbox"/>
5) <Integrated> Science	<input type="checkbox"/>

Your daily school life

9. Thinking about your own daily school life, please indicate the extent to which you **agree or disagree with each of the following statements.**

	Strongly disagree	Disagree	Agree	Strongly agree
1) In the subject that I teach I feel free to decide what content to focus on.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2) National curricula consider using social relevant contexts in class.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3) It has happened that I was not fair to a student in the past.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4) During class I do not have enough time to discuss social relevant contexts.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5) When talking to my students I always listen carefully to what the students says.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6) I have not enough time for preparing student-centered lessons.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7) In my daily teaching I am free to choose, which contexts should be addressed during my instruction.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8) I am always friendly and polite to my students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9) In my country policy prioritises the need to address diversity in classes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10) In my classes, there are a lot of students whose first language is different from the language of my instruction.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11) At my school, emphasis is placed on using social relevant context.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12) National curricula consider diversity in classes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13) I do not incorporate inquiry-based learning, because it is often disrupted by students who lack discipline.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14) In my country policy prioritises the need to address social relevant issues in classes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15) Some students with behavior problems make it difficult to carry out inquiry-based learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16) In my school, emphasis is placed on dealing with diversity.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17) In my school, teachers usually exchange learning materials.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18) In a discussion with my students I always remain objective and stick to the facts.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19) In my school, teachers have discussions about how to teach certain topics to certain students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20) In my classes, students differ greatly in their cognitive abilities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21) In my school, teachers work together to plan some lessons.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

10. To what extent do you **agree** with the following statements?

I feel confident that...	Strongly disagree	Disagree	Agree	Strongly agree
1) ...I can design activities that allow students of diverse ability levels to test out their own ideas.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2) ...I am able to help students of a wide range of abilities to see the relevance of the content to learn.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3) ...I can incorporate issues relevant to society in my teaching.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4) ...I can facilitate classroom discussions in which even low-achieving students can engage.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5) ...I can develop teaching activities addressing issues relevant to society.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6) ...I can use inquiry-based activities to engage students in dealing with issues relevant to society.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7) ...I can design learning activities situated in different cultural contexts.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8) ...I can use inquiry-based activities to engage all my students in learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9) ...I can plan practical / modelling activities that support all students in their learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10) ...I can adapt my teaching to suit students' different cultural background.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11) ...I can build on students' cultural background in my teaching.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12) ...I can facilitate classroom discussions about issues relevant to society.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

11. To what extent do you **agree** with the following statements?

		Strongly disagree	Disagree	Agree	Strongly agree
1)	Classroom activities have to account students' cultural backgrounds.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2)	Situating instruction in every day-life contexts can help engage all students in learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3)	Science and math instruction needs to address issues relevant to society to foster students' values.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4)	Using different cultural approaches support learning for all students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5)	Encouraging students to explain their own ideas can support students with different ability levels in learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6)	Inquiry-based activities are well suited to support all students in their learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7)	Collaborative activities support an exchange between students of different cultural backgrounds.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8)	Using contexts relevant to society allows students to develop deeper understanding.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9)	Instruction needs to provide students with opportunities to discuss issues relevant to society.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10)	Situating activities in contexts relevant to society will help improve students' ability to make justified decisions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11)	Having students carry out practical / modelling activities can provide an opportunity to learn for students of all ability levels.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12)	Having students design their own experiments / investigations creates learning opportunities for all students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

12. How often do the following activities **take place** in your lessons?

	In my teaching...	Never or hardly ever	Some lessons	Most lessons	Almost every lesson
1)	...I show the students how this subject is relevant to society.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2)	...the students spend time doing practical activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3)	...I use a variety of contexts to engage students with diverse abilities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4)	...I engage as many students as possible in discussing their own ideas with each other.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5)	...I relate to the cultural background of my students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6)	...my students discuss controversial issues relevant to society.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7)	...I provide different levels of support to students of different ability levels as they do practical activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8)	...I address cultural values and expectations of students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9)	...I help my students to understand the world outside school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10)	...the students do experiments/ investigations/ modelling by following my instructions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11)	...I use contexts to promote fundamental values (e.g. democratic values).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12)	...the students are involved in class debate or discussions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13)	...the students have the chance to choose their own experiments/ investigations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14)	...the students are given opportunities to explain their ideas.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15)	...I allow every student to define their own problem-solving strategies and develop their own explanation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16)	...the students do experiments/ investigations to test out their own ideas.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17)	...the students design their own experiments/ investigations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18)	...I explain the relevance of this subject to our daily lives.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19)	...I use contexts relevant to society.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20)	...I use contexts from different cultures.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21)	...the students have discussions about the topics.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22)	...the students draw conclusions from experiments/ investigations/ modelling they have conducted.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Thank you for your support!!!

2.2 Appendix 2: Post-Questionnaire

Dear Teachers,

Thank you again for agreeing to participate in our study.

Within the frame of the MaSDiV project, you participated in a professional development course about inquiry-based learning in diverse teaching contexts. The aim of this survey is to get insights, how you perceived the professional development course and how it affected you. With your help, we can further improve the professional development course and provide recommendations for teachers all across Europe. The completion of the survey will take about 20 minutes. Be assured that all your answers will be handled confidentially and processed anonymously. All your responses are voluntary.

Please check your answers like this:

☐ ☐ ☒ ☐ ☐ ☐ ☐

Please correct your answers like this:

☐ ☐ ☒ ☐ ☐ ☒ ☐

In order to be able to match the questionnaires you are asked to fill in the following code:

- first letter of your first name
- first letter of your mother's first name
- second letter of your mother's first name
- Day of your birthday.

Example:

First name: Max

Mothers first name: Christiane Max's birthday: 12. May

Check the first letter or <u>your</u> first name.																														
A	B	C	D	E	F	G	H	I	J	K	L	<input checked="" type="checkbox"/>	N	O	P	Q	R	S	T	U	V	W	X	Y	Z					
Check the <u>first</u> letter of your mother's first name.																														
A	B	<input checked="" type="checkbox"/>	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z					
Check the <u>second</u> letter of your mother's first name.																														
A	B	C	D	E	F	G	<input checked="" type="checkbox"/>	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z					
Check the <u>day</u> of your birthday.																														
1	2	3	4	5	6	7	8	9	10	11	<input checked="" type="checkbox"/>	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31

Your code

Check the first letter or <u>your</u> first name.																														
A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z					
Check the <u>first</u> letter of your mother's first name.																														
A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z					
Check the <u>second</u> letter of your mother's first name.																														
A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z					
Check the <u>day</u> of your birthday.																														
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31

Today's date

1.

day month

Please enter today's date

--	--

Personal data

2.

year

What year were you born in?

19

3. <up to partners to use "other">

Are you female or male?

female	male	other
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Your CPD experience

4. To which extent do you **agree** to the following statements?

Note: CPD stands for Continuous Professional Development and refers to the course you just participated in.

	Strongly disagree	Disagree	Agree	Strongly agree
1) I enjoyed the CPD.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2) The CPD made me change my teaching practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4) I got new input for my teaching.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5) I learned a lot of new things in the CPD.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6) The covered topics were relevant to me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7) I successfully manage to apply the CPD contents in my everyday teaching.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8) The CPD was well planned and interactive.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9) I would recommend this CPD to my colleagues.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10) The CPD supported collaboration and exchange with other teachers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11) The collegial professional exchange during the CPD promoted my individual learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12) This CPD experience will be useful in my work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13) During the CPD I was provided with teaching materials.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14) I applied the teaching materials from the CPD in my everyday teaching.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15) I developed new teaching materials during the CPD.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

5. Please indicate to which extend the CPD course **covered** the following activities.

	Little	Somewhat	Much	A great deal
1) Introduction to inquiry-based learning (IBL) and discussion about the relation between IBL and diversity in achievement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2) Introduction and discussion of teaching methods that support IBL and involve all students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3) Discussing achievement-related diversity with sample work from students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4) Design and preparation of a lesson addressing achievement-related diversity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5) Introduction to context-based teaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6) Discussion of concrete examples of contexts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7) Discussion of the effective use of contexts and possible drawbacks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8) Exploring the connection between contexts, socio-scientific issues and fundamental values	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9) Design and preparation of a lesson using contexts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10) Discussion about aspects of cultural diversity that are relevant to science / math instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11) Exploration of the cultural roots of Science and Mathematics and the impact on our daily teaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12) Discussion of ways to address cultural differences effectively and possible drawbacks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

6. Please indicate the **significance** of each activity for your teaching practice.

	None	Low	Moderate	High
1) Introduction to inquiry-based learning (IBL) and discussion about the relation between IBL and diversity in achievement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2) Introduction and discussion of teaching methods that support IBL and involve all students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3) Discussing achievement-related diversity with sample work from students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4) Design and preparation of a lesson addressing achievement-related diversity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5) Introduction to context-based teaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6) Discussion of concrete examples of contexts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7) Discussion of the effective use of contexts and possible drawbacks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8) Exploring the connection between contexts, socio-scientific issues and fundamental values	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9) Design and preparation of a lesson using contexts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10) Discussion about aspects of cultural diversity that are relevant to science / math instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11) Exploration of the cultural roots of Science and Mathematics and the impact on our daily teaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12) Discussion of ways to address cultural differences effectively and possible drawbacks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Your Daily School Life

7. Thinking about your own daily school life, please indicate the extent to which you **agree or disagree** with each of the following statements.

	Strongly disagree	Disagree	Agree	Strongly agree
22 During class I do not have enough time to discuss social relevant contexts.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23 I have not enough time for preparing student-centered lessons.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24 I do not incorporate inquiry-based learning, because it is often disrupted by students who lack discipline.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25 Some students with behavior problems make it difficult to carry out inquiry-based learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
26 In my classes, students differ greatly in their cognitive abilities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

8. To what extent do you **agree** with the following statements?

I feel confident that...	Strongly disagree	Disagree	Agree	Strongly agree
1) ...I can design activities that allow students of diverse ability levels to test out their own ideas.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2) ...I am able to help students of a wide range of abilities to see the relevance of the content to learn.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3) ...I can incorporate issues relevant to society in my teaching.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4) ...I can facilitate classroom discussions in which even low-achieving students can engage.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5) ...I can develop teaching activities addressing issues relevant to society.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6) ...I can use inquiry-based activities to engage students in dealing with issues relevant to society.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7) ...I can design learning activities situated in different cultural contexts.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8) ...I can use inquiry-based activities to engage all my students in learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9) ...I can plan practical / modelling activities that support all students in their learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10) ...I can adapt my teaching to suit students' different cultural background.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11) ...I can build on students' cultural background in my teaching.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12) ...I can facilitate classroom discussions about issues relevant to society.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

9. To what extent do you **agree** with the following statements?

		Strongly disagree	Disagree	Agree	Strongly agree
1)	Classroom activities have to account students' cultural backgrounds.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2)	Situating instruction in every day-life contexts can help engage all students in learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3)	Science and math instruction needs to address issues relevant to society to foster students' values.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4)	Using different cultural approaches support learning for all students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5)	Encouraging students to explain their own ideas can support students with different ability levels in learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6)	Inquiry-based activities are well suited to support all students in their learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7)	Collaborative activities support an exchange between students of different cultural backgrounds.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8)	Using contexts relevant to society allows students to develop deeper understanding.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9)	Instruction needs to provide students with opportunities to discuss issues relevant to society.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10)	Situating activities in contexts relevant to society will help improve students' ability to make justified decisions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11)	Having students carry out practical / modelling activities can provide an opportunity to learn for students of all ability levels.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12)	Having students design their own experiments / investigations creates learning opportunities for all students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

10. How often do the following activities **take place in your lessons?**

	In my teaching...	Never or hardly ever	Some lessons	Most lessons	Almost every lesson
1)	...I show the students how this subject is relevant to society.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2)	...the students spend time doing practical activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3)	...I use a variety of contexts to engage students with diverse abilities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4)	...I engage as many students as possible in discussing their own ideas with each other.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5)	...I relate to the cultural background of my students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6)	...my students discuss controversial issues relevant to society.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7)	...I provide different levels of support to students of different ability levels as they do practical activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8)	...I address cultural values and expectations of students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9)	...I help my students to understand the world outside school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10)	...the students do experiments/ investigations/ modelling by following my instructions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11)	...I use contexts to promote fundamental values (e.g. democratic values).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12)	...the students are involved in class debate or discussions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13)	...the students have the chance to choose their own experiments/ investigations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14)	...the students are given opportunities to explain their ideas.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15)	...I allow every student to define their own problem-solving strategies and develop their own explanation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16)	...the students do experiments/ investigations to test out their own ideas.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17)	...the students design their own experiments/ investigations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18)	...I explain the relevance of this subject to our daily lives.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19)	...I use contexts relevant to society.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20)	...I use contexts from different cultures.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21)	...the students have discussions about the topics.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22)	...the students draw conclusions from experiments/ investigations/ modelling they have conducted.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Thank you for your support!!!

2.3 Appendix 3: Information for teachers

Information for Teachers

Dear Teachers,

Thank you very much for your interest in participating in the students' survey. This survey is intended for scientific and evaluative purposes only. We try to investigate to which extend the content of the CPD course you attended has an impact on your students. We do not aim to evaluate your instructions or the answers of your students specifically but to get a holistic picture of science and math teachers across Europe. To achieve this goal, we rely on your support, so thank you again!

This document should give you a detailed description, what you should do with the student questionnaires.

- Please get the consent from students' parents to participate in the study. Include those consents in a separate envelope.
- Please plan a lesson, where you have about 15 minutes of spare time at the end of the lesson.
- Assure to your students, that you will not look at individual answers and that all information will be handled confidently and anonymously. It is voluntary for the students to participate.
- Hand out all questionnaires and allow the students to answer all questions in private.
- In order to match your students' perception with your own evaluations, please tell your students your code:
 - first letter of your first name
 - first letter of your mother's first name
 - second letter of your mother's first name
 - Day of your birthday
- Collect all questionnaires in an envelope.
- Please fill in the following information and get everything back to your MaSDiV contact person.

	day	month	
Please enter today's date	<input type="text"/>	<input type="text"/>	
Grade Level	<input type="text"/>		

2.4 Appendix 4: Student-Questionnaire

Dear Student,

With this survey, we would like to get to know your opinion on how you feel inside the classroom. With your answers, you will help us to better understand your science and mathematics instruction. Be assured that all your answers will be handled confidentially and processed anonymously. Thanks for your effort!

Please check your answers like this:

☐ ☐ ☒ ☐ ☐ ☐ ☐

Please correct your answers like this:

☐ ☐ ☒ ☐ ☐ ☒ ☐

To match your answers with your teacher's evaluation, we would like you to fill in the subsequent code, following the provided example. **Your teacher will tell you which boxes to check.**

First Letter																														
A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z					
Second Letter																														
A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z					
Third Letter																														
A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z					
Final Number																														
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31

1. _____ year

What year were you born in?

20

2. <up to the partners to use "other">

Are you female or male?

female

male

other

☐

☐

☐

3. In what country were you and your parents born?

You

Your
mother

Your
father

1) <Country of the School>

☐

☐

☐

2) Other country

☐

☐

☐

4. Thinking about the lessons with your teacher: to what extend do you agree with the following statements?

	During class...	Strongly disagree	Disagree	Agree	Strongly agree
1)	...I have the opportunity to deal with interesting tasks or contents.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2)	...I have the opportunity to explore new topics by myself.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3)	...my achievements get recognized.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4)	...I feel valued.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5)	...I am encouraged to work independently.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6)	...I have the feeling to belong there.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7)	...I can choose by myself how I want to work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8)	...I have the feeling that other students would help me, if necessary.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9)	...I feel understood by other students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10)	...I feel respected.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11)	...my teacher tells me, what I can do better.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12)	...my teacher keeps me informed about my progress.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13)	...I get praises for good achievements.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14)	...other students in class treat me like a colleague.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15)	...I feel accepted.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

5. Thinking about the lessons with your teacher: please indicate how you feel about the following statements.

	When I am in this classroom...	Strongly disagree	Disagree	Agree	Strongly agree
1)	...our teacher makes lessons exciting.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2)	...our teacher can even make dry material interesting.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3)	...I enjoy acquiring new knowledge.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4)	...our teacher can get the class really excited.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5)	...I am happy dealing with problems.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6)	...I generally have fun when I am learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7)	...I am interested in learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

6. Please indicate how much these statements apply to your teacher's instructions on average.

	In our lessons...	Never or hardly ever	Some lessons	Most lessons	Almost every lesson
1)	...our teacher shows us how this subject is relevant to society.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2)	...we do practical activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3)	...our teacher uses a variety of real-life situations or problems to motivate us all.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4)	...our teacher gives everybody the chance to speak in a discussion.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5)	...our teacher relates to our cultural backgrounds.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6)	...we discuss controversial issues relevant to society.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7)	...our teacher provides the support we need when we do practical activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8)	...our teacher addresses our cultural values and expectations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9)	...our teacher helps us to understand the world outside school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10)	...we do experiments/ investigations/ modelling by following our teachers' instructions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11)	...our teacher uses real-life problems to discuss topics like freedom, equity or democracy.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12)	...we are involved in class debate or discussions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13)	...we have the chance to choose our own experiments/ investigations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14)	...we are given opportunities to explain our ideas.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15)	...our teacher allows every student to develop their own solution and explanation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16)	...we do experiments/ investigations to test out our own ideas.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17)	...we design our own experiments/ investigations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18)	...our teacher uses real-life situations or problems.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19)	...our teacher explains the relevance of this subject to our daily lives.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20)	...our teacher uses real-life situations or problems from different cultures.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21)	...we have discussions about topics.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22)	...we draw conclusions from our own experiments / investigations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Thank you for your support!!!